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ABSTRACT

The thesis of this paper is that teacher education is not adequate in terms of producing well rounded and dedicated speech teacher educators who can develop and maintain meaningful secondary speech programs. These programs are often not relevant to the needs of many students. The point is made that educators often transmit to students values which are often those of a dying culture; one of the more important shortcomings is that some unrealistic speech programs do not prepare the students for democracy. It is stated that teachers often support student repression or remain tacitly in agreement, and fail to promote freedom of speech on controversial subjects because of fear of the school administration. It is proposed that speech teacher educators teach the theory and knowledge concerning intra-interpersonal communication as part of the education of future secondary speech teachers. This emphasis on interpersonal communication should be aimed at the future speech teacher's perception of what a teacher is. His ability not only to understand the theory of interpersonal communication but to practice it should be developed. (Author/CK)

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SPEECH TEACHER EDUCATION: A REALISTIC LOOK AT SPEECH EDUCATION GRADUATES AND THEIR HIGH SCHOOL PROGRAMS

DELIVERED AT THE 57TH NATIONAL CONVENTION OF THE SPEECH-COMMUNICATION ASSOC., SAN FRANCISCO, 1971

BY RON FADLEY

THERE IS EVIDENCE TO INDICATE THAT IN MANY UNIVERSITIES SPEECH TEACHER EDUCATION IS WELL DEVELOPED. EDUCATIONAL JOURNALS ALSO REVEAL THAT EFFECTIVE SECONDARY SPEECH PROGRAMS HAVE BEEN DEVELOPED. IT IS NOT ON THESE AREAS THAT I WISH TO FOCUS. RATHER I WISH TO TURN OUR ATTENTION TO NEEDS. NOT ALL UNIVERSITIES HAVE WELL DEVELOPED SPEECH TEACHER EDUCATION PROGRAMS. NOT ALL HIGH SCHOOLS HAVE SOLVED, OR EVEN RECOGNIZED, THE PROBLEM OF SPEECH PROGRAM DEVELOPMENT.

I JUST RECENTLY RETURNED TO PUBLIC SCHOOL SPEECH TEACHING AFTER TWO YEARS OF GRADUATE WORK IN SPEECH EDUCATION. MY WORK AT BOTH LEVELS, TEACHING SECONDARY SPEECH, COORDINATING A JUNIOR-SENIOR HIGH SPEECH PROGRAM, AND TEACHING AND SUPERVISING STUDENT TEACHERS, CONVINCES ME THAT SOME UNIVERSITIES AND SCHOOLS MUST COME TOGETHER AND TAKE A PENETRATING LOOK AT THEIR SPEECH EDUCATION PROGRAMS AND GRADUATES. THOSE OF US WHO ARE SECONDARY TEACHERS OF SPEECH AND THOSE OF US WHO TEACH FUTURE TEACHERS OF SPEECH, MIGHT WELL LOOK FOR AREAS OF CONCERN IN SPEECH EDUCATION, OR WE MIGHT WELL ALL BE WRITING THE CLOSING CHAPTERS ON AN IMPORTANT ASPECT OF PUBLIC EDUCATION. IF LIONAL CROCKER HAD NOT ALREADY PENNED THE APPELLATION "A WAY TO COMMIT PROFESSIONAL SUICIDE," I MIGHT WELL HAVE USED IT TO TITLE THIS PAPER. IF WE ARE INDEED REALLY INTERESTED IN SPEECH EDUCATION, LET US LOOK AT SOME OF OUR GRADUATES, THAT IS, THOSE WHO TEACH IN THE SECONDARY SCHOOLS, AND SEE WHAT MIGHT BE HARBINGERS OF PROFESSIONAL SUICIDE. AFTER LOOKING AT SPEECH EDUCATION AT THE SECONDARY AND UNIVERSITY LEVEL, WE WILL THEN CONSIDER WHAT STEPS NEED TO BE TAKEN TO BRING NEW LIFE TO SOME SECONDARY SPEECH EDUCATION PROGRAMS.

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IT IS MY THOUGHT THAT OFTEN SPEECH TEACHER EDUCATION DOES NOT PRODUCE WELL-ROUNDED AND DEDICATED EDUCATORS. PERMIT ME TO USE THAT WELL-WORN WORD, RELEVANCY. I WOULD SAY THAT WHAT MANY OF OUR PROGRAMS LACK IS RELEVANCY TO THE SECONDARY STUDENT. A FEW EXAMPLES WILL MAKE THE POINT. IF OUR PROGRAMS ARE RELEVANT THEN WHY DO SOME OF OUR SECONDARY SPEECH STUDENTS TURN TO OUTSIDE SOURCES AND BECOME INVOLVED IN SENSITIVITY SESSIONS SUCH AS ENCOUNTER GROUPS, PSYCHO AND SOCIO DRAMA, T-GROUPS AND "TRUTH" SESSIONS OFTEN DIRECTED BY THOSE NOT TRAINED IN COMMUNICATION OR PSYCHOLOGY? WHY DO THEY NOT COME INSTEAD TO OUR SPEECH COMMUNICATION GRADUATES WHO SUPPOSEDLY ARE EDUCATED IN THE TEACHING OF INTRA-INTERPERSONAL COMMUNICATION? LET US LOOK FIRST AT METHODS TEXTS. TWO RECENTLY PUBLISHED TEXTS, ONE, IN FACT, WITH A 1971 COPYRIGHT, DEVOTE VERY LITTLE ATTENTION TO COMMUNICATION. THE AIM IS TRADITIONALLY SKILL ORIENTED. I WAS PLEASED TO SEE AT THIS CONVENTION A NEW METHODS TEXT WITH A COMMUNICATIONS APPROACH. WE FIND A SIMILAR CONDITION IN HIGH SCHOOL SPEECH TEXTS. A PERUSAL REVEALED NEARLY ALL OF THE WELL ACCEPTED TEXTS TO BE TRADITIONAL.

A SECOND EXAMPLE. IF THE GRADUATES THAT WE ARE TURNING OUT IN THE UNIVERSITIES TO BE SECONDARY SPEECH TEACHERS <u>REALLY</u> UNDERSTAND WHAT COMMUNICATION IS AMONG STUDENTS, WHY HAVEN'T MANY OF THEM BEEN ABLE TO STRETCH THEIR DEFINITIONS TO THAT VIABLE FORM OF COMMUNICATION THAT IS REALLY TURNING ON THE YOUNG OF TODAY, FILM. I HAVE REVIEWED CURRICULUM GUIDES FROM EVERY STATE IN THE UNION AND HAVE NOT FOUND ONE WITH A FILM UNIT.

LET US LOOK AT THE WORD DEDICATION ONCE AGAIN. WE MUST ALSO FACE THE FACT THAT SOME OF THE TEACHERS WE TURN OUT NEVER INTEND TO BE DEDICATED; THEY INTEND TO TEACH JUST AS LONG AS IT TAKES TO GET THROUGH A GRADUATE PROGRAM IN ANOTHER FIELD. THEY USE OUR PROFESSION AS A STEPPING STONE TO SOMETHING THEY CONSIDER BETTER. I CONSIDER MYSELF TO BE A DEDICATED PROFESSIONAL TEACHER OF SPEECH AND

I DON'T LIKE MY PROFESSION USED AS A STEPPING STONE. THE PHI DELTA KAPPA COMMISSION ON STRENGTHENING THE TEACHING PROFESSION HAS PREPARED A REPORT ENTITLED, THE TEACHER DROPOUT IN WHICH DR. ARTHUR F. CAREY STATES; "NO OCCUPATIONAL GROUP CAN HOPE TO ATTAIN RECOGNITION AS A PROFESSION IF A RELATIVELY LARGE NUMBER OF ITS PRACTITIONERS ARE TRANSIENTS WHO DO NOT LOOK UPON THEIR WORK AS A CAREER. SUCH INDIVIDUALS CANNOT BE EXPECTED TO DEVELOP THE KIND OF COMMITMENT WHICH IS NECESSARY FOR QUALITY PERFORMANCE OR FOR THE LONG-TIME IMPROVEMENT OF PROFESSIONAL STANDARDS."

A FURTHER LOOK AT OUR GRADUATES. WE OFTEN TURN OUT PEOPLE THAT HAVE NOT TAKEN A CLOSE LOOK AT THE FACT THAT LIFE AND REALITY ARE A PROCESS. THAT VALUES, BELIEFS, AND ATTITUDES CHANGE. THEY IMPOSE THEIR BELIEF STRUCTURE ON THEIR SECONDARY SPEECH STUDENTS. I HAVE SEEN MANY TRADITIONAL SPEECH TEACHERS; SOME OF THEM WERE STUDENT TEACHERS, BUT STILL TRADITIONAL, WHO USE THEIR AUTHORITARIAN POSITIONS TO TEACH THEIR VALUES. ACCORDING TO DR. JACK FRYMIER, AUTHOR OF THE NATURE OF EDUCATIONAL METHOD, THE MOTIVATION TO LEARN IN AN AUTHORTARIAN TEACHER'S CLASS IS FEAR. FEAR IS THE WEAPON USED. I HAVE SEEN STUDENT TEACHERS, BOTH LIBERAL AND CONSERVATIVE, WHO WOULD LET ONLY THOSE STUDENTS WHO AGREE WITH THEM SPEAK. THEN THE STUDENT TEACHER WOULD CAP THE DISCUSSION BY PUTTING DOWN OPPOSING POINTS OF VIEW AND REINFORCING THEIR OWN. UNDERSTAND, THESE ARE NOT FORTY-YEAR VETERANS IN THE FIELD OF SPEECH, THESE ARE YOUNG TURKS. INSTEAD OF IMPOSING OUR VALUES, SHOULD WE NOT BE GIVING STUDENTS THE TOOLS WITH WHICH THEY CAN BUILD THEIR OWN VALUES?

WE HAVE TO REALISTICALLY FACE THE FACT THAT MANY TIMES OUR SPEECH GRADUATES DEVELOP PROGRAMS GEARED TO SATISFY THE COMMUNITY RATHER THAN MEET THE NEEDS OF OUR STUDENTS. WHETHER THE COMMUNITY BE COMPOSED OF HARD HATS OR INTELLECTUALS, WE CHOOSE TO FORGET THAT REALITY IS PROCESS AND WE REINFORCE THE STATUS QUO WHEN WE NEED TO BE AGENTS TO CHANGE. IN THE FRANTIC, COMPETITIVE RACE OF AN ELECTIVE

PROGRAM, WE OFTEN TURN OUT SPEECH COURSES AT THE SECONDARY LEVEL INTO FRILL SUBJECTS FOR FEAR OF ALIENTATING THE STUDENTS. THOSE WHO ADVISE AND SCHEDULE STUDENTS APPEAR TO HAVE LITTLE RESPECT FOR US. LEONARD KRAMISH, SPEECH COORDINATOR FOR THE DENVER PUBLIC SCHOOLS, REPORTED A STUDY OF GUIDANCE CONSELORS ATTITUDES TOWARD SPEECH. IN ANSWER TO THE QUESTION, "IN OUR SOCIETY, WHICH OF THE COMMUNICATION SKILLS ARE MOST NEEDED?" THEY LISTED SPEECH THIRD OUT OF FOUR CHOICES. ONLY 28.8% FELT THAT SPEECH SHOULD BE OFFERED AS A SEPARATE SUBJECT.

WE NEED TO GET TO EVERY STUDENT, BUT WE NEED TO GET TO THEM IN DIFFERENT WAYS, NOT BECAUSE WE GRADE ONLY A, B, & C. NOT BECAUSE WE IGNORE SUBSTANTIVE SUBJECT MATTER IN AN ATTEMPT TO BUILD A PROGRAM. RETURNING ONCE AGAIN TO OUR METHODS TEXTS AND SECONDARY SPEECH BOOKS, WE FIND, FOR EXAMPLE, LITTLE RHETORICAL OR COMMUNICATION THEORY. EVEN MANY THEATRE UNITS TEND TO TAKE A "LET'S ALL GET TOGETHER AND PUT ON A PLAY" ATTITUDE, RATHER THAN ADDING ANYTHING OF REAL WORTH TO THE STUDENT'S KNOWLEDGE. LET US MIND OUR OWN BUSINESS, BUT LET US KNOW WHAT OUR OWN BUSINESS IS.

I WOULD SAY LAST, IN MY CRITICISM OF GRADUATES, THAT ONE OF OUR MOST IMPORTANT SHORTCOMING IS THAT OFTEN WE DO NOT GRADUATE SPEECH TEACHERS WHO PREPARE STUDENTS FOR DEMOCRACY. AS TEACHERS WE OFTEN SUPPORT STUDENT REPRESSION OR AT LEAST REMAIN SURREPTITIOUSLY SILENT. WE DO NOT PROMOTE FREEDOM OF SPEECH ON CONTROVERSIAL SUBJECTS BECAUSE OF FEAR OF THE SCHOOL ADMINISTRATION. WE ARE AFRAID TO LET STUDENTS DISCUSS, MAKE SPEECHES OR DEBATE CONTROVERSIAL SUBJECTS WITH WHICH THE COMMUNITY OR SCHOOL ADMINISTRATION MIGHT DISAGREE. ANYONE DOUBTING THE VERACITY OF THAT STATEMENT NEED ONLY READ SILBERMAN'S <u>CRISIS IN THE CLASSROOM</u>. IT IS A CONTRADICTION OF LIFE, THAT IN A SOCIETY THAT THRIVES ON FREEDOM OF SPEECH, WE TRY TO TEACH DEMOCRACY WITHIN AN AUTHORITARIAN STRUCTURE. ISOCRATES TAUGHT US OVER 2,000 YEARS AGO THAT SPEECH MUST BE PRACTICED, NOT JUST STUDIED. HE SAW

THE RELATIONSHIP BETWEEN THE ABILITY IN ORATORY AND RESPONSIBLE POLITICAL STATESMANSHIP. AND TO PARAPHRASE JAMES HERNDON, AUTHOR OF HOW TO SURVIVE IN YOUR NATIVE LAND, SCHOOLS ARE THE ALTERNATIVE TO JAIL. THE STUDENTS SEE THE DEMOCRACY WE TEACH THEM AS BEING FOR EVERYONE ELSE--NOT FOR THEMSELVES. THEY NEITHER GET TO EXPERIENCE THE RIGHTS NOR THE RESPONSIBILITIES OF CITIZENSHIP. I AM SURE ISOCRATES CONCEPT OF SPEECH INVOLVED BOTH RIGHTS AND RESPONSIBILITIES.

I HAVE BEEN CRITICAL, EXTREMELY CRITICAL. BUT MY CRITICISM OF OUR PROFESSION IS BORN OF LOVE OF TEACHING. LOVE OF OUR MOST IMPORTANT POSSESSION, OUR STUDENTS, AND LOVE OF OUR PROFESSION. I WISH NOW TO SUGGEST SOME ACTION WE NEED TO TAKE.

MY MAJOR AREAS OF CONCERN FOR SPEECH TEACHER GRADUATES HAVE BEEN: CRITICISM OF METHODS COURSES AND, IMPLICITLY, THE INSTRUCTORS, TEACHER PERCEPTION-DEMOCRATIC VIRSUS AUTHORTARIAN, TEACHER DEDICATION, AND BUILDING VIABLE SPEECH PROGRAMS AT THE SECONDARY LEVEL. FIRST, I BELIEVE WE NEED A CLOSER LIAISON BETWEEN THE SPEECH EDUCATION STAFF MEMBER AND THE SPEECH COMMUNICATION AND THEATRE FACULTY FOR THE BUILDING OF APPROPRIATE SUBJECT MATTER CURRICULUM AND METHODS COURSES. WILLIAM D. BROOKS SUMMARIZED STATE STUDIES OF SECONDARY SPEECH IN THE NOVEMBER, 1969 ISSUE OF THE SPEECH TEACHER AND I QUOTE, "DESPITE THE FACT THAT A HIGH PERCENTAGE OF AMERICAN HIGH SCHOOLS OFFER SPEECH, YET A LARGE MAJORITY OF HIGH SCHOOL STUDENTS RECEIVE LITTLE OR NO SPEECH TRAINING. MOREOVER, SOME IMPORTANT SPEECH OBJECTIVES OF PARTICULAR RELEVANCE TO SOCIETAL NEEDS OF TODAY ARE ABSENT FROM THE TYPICAL COURSE. AS TEACHER TRAINING PROGRAMS IN SPEECH EDUCATION ARE UPDATED AND MADE RELEVANT, HIGH SCHOOL SPEECH COURSES WILL REFLECT THE NEEDED CHANGES IN OBJECTIVES AND CONTENT." UNQUOTE) BUT AT PRESENT SOME OF OUR INSTITUTIONS TURN OUT THEATRE MAJORS OR PUBLIC ADDRESS MAJORS RATHER THAN SECONDARY SPEECH MAJORS.

SECOND, I RECOMMEND THAT SPEECH DEPARTMENTS SHOULD CAREFULLY CHOOSE THEIR SPEECH EDUCATION FACULTY MEMBER. THE SPEECH TEACHER EDUCATOR/PROFESSOR, NEEDS TO KNOW HOW TO APPLY THE SUBJECT MATTER OF SPEECH COMMUNICATION AND THEATRE IN HIS METHODS COURSES. IN A STUDY CONDUCTED BY RONALD AND SUSAN APPLBAUM OF CALIFORNIA STATE TEACHERS COLLEGE, 70% OF THE RESPONDING HIGH SCHOOL SPEECH TEACHERS FELT THAT THE METHODS COURSE WAS OF LITTLE PRACTICAL VALUE.

ANOTHER ASPECT OF SPEECH TEACHER EDUCATION IN PRE-SERVICE EXPERIENCE. DR. L. O. ANDREWS, PROFESSOR OF TEACHER EDUCATION, HAS RECOMMENDED A LARGE NUMBER OF PRE-SERVICE FIELD EXPERIENCES BEGINNING AT THE END OF THE SOPHOMORE YEAR. I WONDER RIGHT NOW, DURING THIS HOLIDAY, EITHER AT THIS CONVENTION OF AT HOME, HOW MANY DEBATE AND DRAMA COACHES, WHO JUST FINISHED PART OF A SEASON OR A PLAY OR MUSICAL OR ATTENDED WEEK-END AFTER WEEK-END OF DEBATE TOURNAMENTS, ARE VERY TIRED AND RESTING AND WISHING THEY HAD SOMEONE TO HELP THEM WITH THE PAPER WORK, THE ARRANGEMENTS, JUDGING, WITH ORGANIZATION, WITH DIRECTING, LIGHTS, OR SOUND? IN MANY OF OUR UNIVERSITIES WE HAVE THIS GREAT UNTAPPED RESOURCE OF PEOPLE WHO SAY THEY WANT TO TEACH, BUT WE DON'T LET THEM INTO THE SCHOOLS UNTIL THEIR FOURTH YEAR. OFTEN IT IS THE LAST THREE MONTHS OF THE FOURTH YEAR BEFORE THEY EXPERIENCE KIDS. DR. ANDREWS BELIEVES WE MUST BEGIN WITH OBSERVATION IN THE SOPHOMORE YEAR, ADVANCE TO PARTICIPATION OTHER THAN ACTUAL TEACHING, THEN ON TO STUDENT TEACHING, CLINICAL EXPERIENCES AND INTERNSHIP.

THERE ARE ALSO CHANGES NEEDED AT THE SECONDARY LEVEL AFTER THE TEACHER IS IN SERVICE. LET US TURN NOW TO SOME OF THESE CHANGES. FIRST, I THINK THAT TEACHERS MUST KNOW INTRA AND INTERPERSONAL COMMUNICATION THEORY AND HOW TO TEACH IT. COMMUNICATION THEORY IS WELL ESTABLISHED AT THE COLLEGE LEVEL AS PART OF THE COURSE WORK BUT HASN'T FOUND ITS WAY, IN MUCH DEGREE, INTO HIGH SCHOOL SPEECH PROGRAMS

AND INTO SECONDARY SPEECH TEXTS. TO MY KNOWLEDGE THE FIRST COMMUNICATION ORIENTED TEXT BECAME AVAILABLE IN 1969--ALLEN, ANDERSON AND HOUGHS, SPEECH IN AMERICAN SOCIETY. WE ARE A GOOD FIVE YEARS BEHIND IN OUR PUBLIC SCHOOLS. WE HAVE UNIVERSITY PROFESSORS TALKING TO UNIVERSITY PROFESSORS, ABOUT COMMUNICATION THEORY, RATHER THAN LETTING THE WORD GET OUT WHERE IT COULD BE USED FOR THE PEOPLE WHO ARE GOING TO GROW UP AND RUN THIS COUNTRY. COMMUNICATION THEORY IS VALUABLE BECAUSE IT CAN CHANGE THE BEHAVIOR NOT ONLY OF THE SECONDARY STUDENT, BUT CAN BE USED AS A TOOL TO TEACH DEMOCRATIC TEACHING AND OPENNESS AS OPPOSED TO AUTHORITARISM AND CLOSE MINDEDNESS.

FRYMIER HAS INDICATED THAT THE DEMOCRATIC TEACHERS PERCEPTIONS OF REALITY ARE MORE ACCURATE THAN THE CLOSED TEACHER. SURELY THIS IS DESIRABLE IN ONE WHO WILL TEACH OUR YOUTH. THE TOOL IS AT HAND--INTRA-INTERPERSONAL COMMUNICATION THEORY--IF SOME OF US WILL BUT USE IT.

I AM NOT SAYING THAT TRADITIONAL SKILLS SHOULD BE FORGOTTON. I HAVE EMPHASIZED THAT INTRA AND INTERPERSONAL COMMUNICATION SHOULD BE PART OF EVERY SPEECH PROGRAM, BUT I ALSO KNOW KIDS GFT TURNED ON BY ORATORICAL CONTESTS, DEBATES, INDIVIDUAL EVENTS, PUBLIC SPEAKING, AND READERS' THEATRE. WE SHOULD BE ABLE TO HELP PEOPLE TO BE BETTER PEOPLE IN MANY WAYS.

I INDICATED EARLIER THAT WE NEEDED DEDICATED TEACHERS. WE MUST BEGIN TO BE SELECTIVE ABOUT WHOM WE ALLOW TO OPERATE ON THE MINDS OF OUR KIDS. WE NEED DEDICATION, SCHOLARSHIP AND TEACHER POTENTIAL. THESE MUST BE PREREQUISITS TO ENTRANCE TO A SPEECH EDUCATION PROGRAM. UP TO THIS POINT MANY UNIVERSITIES AND COLLEGES HAVE BEEN UNWILLING TO POINT THEIR FINGER AND SAY "NO YOU CAN'T BE A SPEECH TEACHER."

THERE IS IRONY IN THE FACT THAT QUINTILLION TOLD US WE SHOULD BEGIN WITH THE GOOD MAN SPEAKING WELL AND THAT MANY SPEECH EDUCATORS HAVE NOT TAKEN THIS

GREAT TEACHERS ADVICE IN THE SELECTION OF FUTURE TEACHERS. WE HAVE INDEED, IN BEING NON-SELECTIVE, EDUCATED ANY AND EVERY MAN WHO COMES TO US AND WISHES TO TEACH.

I SOPKE EARLIER ABOUT TEACHERS BUILDING WORTHWHILE, DEMOCRATIC, AND CHANGING PROGRAMS. NEARLY ALL PUBLIC EDUCATION IS UNDER ATTACK, AND WE MUST CHANGE TO SURVIVE. JOHN HOLT, IN THE UNDER ACHIEVING SCHOOL, CONDEMNS TRADITIONAL EDUCATION. TEACHERS TALK TOO MUCH, CHILDREN DON'T LEARN. NEIL POSTMAN AND CHARLES WINEGARTEN INDICATED WHAT THEY FEEL EFFECTIVE TEACHING TO BE WITH THE TITLE OF THEIR BOOK, TEACHING AS A SUBVERSIVE ACTIVITY. IN CRISIS IN THE CLASSROOM, CHARLES SILBERMAN DEVOTES A GOOD DEAL OF SPACE TO THE IMPORTANCE OF COMMUNICATION IN SCHOOL, AND THE FACT THAT STUDENTS DO NOT LEARN TO COMMUNICATE. THE OPEN CLASSROOM BY HERBERT KOHL, IS DEVOTED TO DOING AWAY WITH TRADITIONAL STRUCTURE IN TEACHING AND IS INDEED A BLUEPRINT FOR DOING SO. AND WE MUST NOT FORGET THAT THERE ARE THOSE DEVOTED TO COMPLETELY DESCHOOLING SOCIETY. WE MUST ACCEPT THE CHALLENGE OF CHANGE. WHAT WORKED TEN OR EVEN FIVE YEARS AGO WILL NOT WORK TODAY.

THERE IS A LATIN ADAGE. "QUEM DI ODERE PAEDAGOGUM FIERE" THE MAN WHOM THE GODS HATE THE MOST BECOMES A TEACHER." I BELIEVE IT AS I WROTE THIS PAPER WHICH DEALT WITH THE DISTASTEFUL ASPECTS OF SOME UNIVERSITY AND SECONDARY SPEECH PROGRAMS.

BUT I DO NOT FEEL DEPRESSED AS I SEE THE JOB AHEAD OF US IN BUILDING AND REBUILDING VIABLE SPEECH PROGRAMS. AND AS I HAVE FACED MY STUDENTS BOTH AS AN INSTRUCTOR OF POTENTIAL TEACHERS AND NOW AS A TEACHER OF HIGH SCHOOL STUDENTS, I WONDER IF THE LATIN SAYING IS WRONG. I TURN TO THE WORDS OF AN ANCIENT FOR FINAL SUSTENANCE. ARISTOTLE SAID, "THOSE WHO EDUCATE CHILDREN WELL ARE MORE TO BE HONORED THAN THEY WHO PRODUCE THEM; FOR THESE ONLY GAVE THEM LIFE, THOSE THE ART OF LIVING WELL,--"

Author Abstract:

Speech Teacher Education: A Realistic Look at Speech Education Graduates and Their High School Programs, Ron L. Fadley, Speech Coordinator, Upper Arlington, Ohio Schools.

The thesis of this paper is that teacher education is not adequate in terms of producing well rounded and dedicated speech teacher educators who can develop and maintain meaningful secondary speech programs. These programs are often not relevant to the needs of many of our students; they are sometimes unrealistic. We tend to transmit to students our values which are often those of a dying culture. Many speech programs are designed to satisfy the community, not the students. In the frantic, competitive race of an elective program often speech courses at the secondary level contain frill content for fear of alienating the students.

One of our more important shortcomings is that some unrealistic speech programs do not prepare the students for democracy. Teachers often support student repression or remain tacitly in agreement, and fail to promote freedom of speech on controversial subjects because of fear of the school administration.

What needs to be done? Speech teacher educators should teach the theory and knowledge concerning intra-interpersonal communication as part of the education of future secondary speech teachers. Young speech teachers not only need to be well versed in all the fields of speech, but also need a liberal, broadening education and skill in intra-interpersonal communication. The emphasis in interpersonal communication should be aimed at the future speech teacher's perception of what a teacher is. His ability not only to understand the theory of interpersonal communication but to practice it should be developed. The new teacher of speech needs to have an understanding of how he can utilize not only traditional speech areas but also contemporary theory and practice in building a meaningful high school curriculum that will satisfy the needs of modern students.